



The Montana Comprehensive Assessment System

MontCAS, Phase 2 Criterion-Referenced Test (CRT) & CRT-Alternate Assessment (CRT-ALT)

Test Coordinator's Manual

Spring 2008

Important Phone Numbers

As a test coordinator representing your system, you may require more assistance. It is readily available through the offices listed below.

- For information about the CRT program administration issues contact:
Dan Verdick, Montana Program Manager
Phone (800) 431-8901, Extension 2220
Email: dverdick@measuredprogress.org
OR
Nancy Hall, Montana Program Assistant
Phone (888) 792-2741
Email: nhall@measuredprogress.org
OR
Danielle Hornsby, Montana Program Assistant
Phone (888) 792-2741
Email: hornsby.danielle@measuredprogress.org
- For information about the CRT-ALT program administration issues contact:
Jake Goldsmith, Montana Program Manager
Phone (800) 431-8901, Extension 2239
Email: jgoldsmith@measuredprogress.org
- For information about program policy issues, the CRT-Alternate Assessment, standard and nonstandard accommodations contact:
Judy Snow, State Assessment Director
Phone: (406) 444-3656
Email: jsnow@mt.gov
OR
Karen Richem, OPI Assessment Specialist
Phone: (406) 444-0748
Email: krichem@mt.gov
- For information about ELL/LEP, contact:
Lynn Hinch, OPI
Phone: (406) 444-3482
Email: lhinch@mt.gov
- For information about Title I, contact:
B.J. Granbery, OPI
Phone: (406) 444-4420
Email: bgranbery@mt.gov
- For Information about students with Migrant status, contact:
Angela Branz-Spall, OPI
Phone: (406) 444-2423
Email: angelab@mt.gov

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Important Dates

DATE	SYSTEM TEST COORDINATORS CHECKLIST
January 28-30, 2008	Receive memo mailed by Measured Progress. The memo contains the password necessary for access to the CRT-Alternate Test Booklets online.
February 4-5, 2008	Statewide Test Administration Conference
February 4-8, 2008	Download and print: <ul style="list-style-type: none"> • CRT-Alternate Test Administration Manual • CRT-Alternate Test Booklets for teachers administering the alternate assessment. NOTE: Test Coordinators need the password received January 28 – 30, 2008 from Measured Progress.
February 7, 2008	CRT Administration Manuals posted online.
February 7-11, 2008	Receive <i>CRT Test Coordinators Manual(s)</i> , Pre-Administration Training CDs, CRT-Alternate Materials Kits and Training CD shipped by Measured Progress.
February 7-11 , 2008	Receive <i>OPI Test Security Guidelines</i> , CD with training PowerPoint, and non disclosure forms mailed by OPI.
February 19- 25, 2008	Receive in separate shipments from Measured Progress <ul style="list-style-type: none"> • CRT testing materials • CRT-Alternate student kits for returning the tests
February 11-March 26, 2008	CRT-Alternate Assessment testing window
March 3-26, 2008	CRT testing window
March 27, 2008	<u>Last Day to schedule</u> UPS pickup for CRT and CRT-Alternate Used Student Response booklets and other testing materials NOTE: Please see page 33-35 of the <i>2008 CRT and CRT-Alternate Test Coordinator's Manual</i> for detailed instructions.
March 28, 2008	<u>Last Day to ship</u> via UPS used CRT and CRT-Alternate Student Response booklets and other test materials to be returned to Measured Progress
April 1, 2008	UPS automatic pickup of all other test materials (if a pickup was not scheduled with UPS before March 27) NOTE: Failure to return your answer documents on this date will delay the release of statewide results.
June 2, 2008	Reading and Math summary and rosters reports available online via new online reporting system (MPRS)
August 25, 2008	Science summary and roster reports available online via new online reporting system (MPRS)
September 2008	Receive Reading, Math, and Science Parent Reports and labels shipped by Measured Progress.



What's New for the 2008 CRT and CRT-Alternate Administration?

1. No Class ID sheets for the **CRT** or the **CRT-Alternate**.
2. Only 8 Forms instead of 16 for the CRT.
3. Used **CRT** Student Response Booklets should be returned separately by grade in the prepaid (2-day UPS) pre-labeled return shipping boxes. The **CRT-Alternate** Test Booklet, Evidence Template, Teacher Recording Sheet, Student Response Booklet, and Material Replacement Form (if necessary) should be returned separately from the CRT material in the **CRT-Alternate** return bag with the UPS label pre-affixed for each student. (please see pages 31-34)
4. **Coding on Student Response Booklet**
 - Vocational concentrator coding in grade 10 is no longer required
 - Page 2: Three sections to be completed by school test coordinator after testing
 - Section 1: Public and private schools accredited by the Montana Board of Public Education—demographic information
 - Definition of former LEP student is on page 35.
 - Reminder that any student participating in the alternate assessment must be identified as a special education student with an IEP in the AIM student information system.
 - NOTE: Not new this year, but definition of academic year is on page 36 of the Glossary of the Test Coordinators Manual.
 - Section 2: Public and private schools accredited by the Montana Board of Public Education—accommodations information.
 - Numbering from #s 26 -28 in the standard accommodations and #s 29-32 in the non-standard accommodations has changed because the former standard accommodation #26 was removed.
 - Section 3: Only for private schools not accredited by the Montana board of Public Education
 - First box is required
 - Information on gender, ethnicity, or program is optional
5. **Science Test** – ALL students in Grades 4, 8 and 10 will participate in the 2008 CRT or CRT-Alternate during the appropriate test administration window.

6. **Test Security Documentation** - For the 2008 CRT and CRT-Alternate test administration, System Test Coordinators and principals involved with CRT or CRT-Alternate testing and/or test administration need to provide documentation of training and administration/non-disclosure agreements. Three forms and *Test Security Guidelines* will be provided by OPI for this documentation.

Form 1:

Information sheet for teachers describing their test security responsibilities. Each teacher administering the CRT or CRT-Alternate will receive the information sheet during training prior to the distribution of materials and test administration.

Form 2:

Agreements for each test coordinator are required to be signed and returned to Measured Progress with completed Student Response Booklets (SRBs) for their system. These agreements will specify responsibilities of test coordinators for test security training and distribution of materials. Test coordinator forms have a barcode label for their system attached. Measured Progress will scan the barcode label to acknowledge receipt of the form.

Form 3:

Agreements for each school principal are required to be signed and returned to Measured Progress after testing with completed Student Response Booklets (SRBs) for the school. These agreements will specify responsibilities of principals for test security training and distribution of materials in their schools. Principals' forms have a barcode label for their school attached. Measured Progress will scan the barcode label to acknowledge receipt of the form.

7. **OPI Guides** – Accommodations guidelines and accommodations training Power Points will be included on the CRT Test Administration Training CD provided by Measured Progress. Test security guidelines and training Power Points will be on a separate CD sent by OPI with the test security forms to system Test Coordinators.
8. **Definitions** - the definition of a “**full academic year**” and “**Former LEP**” are included with other testing terms in the **Glossary** on page 35.

Structure and Format of the Test

The MontCAS, Phase 2 criterion-referenced test (CRT) is a comprehensive assessment, covering a broad range of objectives in reading, mathematics, and science.

All students in grades 3-8 and 10 will take the reading and mathematics portions of the CRT. Students in grades 4, 8, and 10 will also take the science portion of the test. Students will record answers to all tests in a single student response booklet, except grade 3 students who will record their answers directly in the test booklet. Directions for administering tests are given in the Test Administrator's Manual. Students may underline words and/or use a highlighter in their test booklets. Scrap paper may be provided to students to assist them during test administration. All scrap paper must be shredded after each test session.

In the CRT, the pool of test items in each grade and subject area is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the total pool of test items in a grade/subject area is divided among eight different forms of the test; each student completes one form. This is called field testing. Student, school, system, and state results are based only on the common items.

The CRT includes the following kinds of items:

- multiple-choice items, which require students to select the correct answer from four possible responses.
- short-answer items (mathematics test only), which require students to write their answers.
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem. These items take approximately 8-10 minutes to answer.

Test Security

Test coordinators and administrators are prohibited from disclosing the contents of the CRT assessments. Under no circumstances should test booklets or marked Student Response Booklets be circulated among faculty, administrators, or other persons.

Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal, System Test Coordinator, and State Assessment Director. All System Test Coordinators and school principals will receive *OPI Guidelines and Procedures for Test Security*. This OPI publication outlines reporting procedures and should be made available to system superintendents, principals, and test administrators.

Instructions for System and School Test Coordinators

The assistance of test coordinators is vital to the success of the CRT program. Test coordinators help to ensure that testing proceeds smoothly, testing materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, the instructions given in this manual and in the Test Administrator's Manual must be followed closely by both test coordinators and test administrators.

Checklist for System Test Coordinators

System test coordinators serve as the liaison between Measured Progress and local test administrators (teachers, in most cases). They also serve as the school's contact person for Measured Progress.

Before Testing

- ___ Coordinate all test activities.
- ___ Notify schools about testing.
- ___ Receive and inventory test materials using the Material Summary Form. The quantity of test materials that Measured Progress sends each school is based on enrollment information provided by schools to OPI. A 5% test materials overage is shipped to schools to compensate for new students. The number of test booklets and Student Response Booklets contained in the shrink-wrapped packages is indicated on the label on each shrink-wrapped package. To maintain test security, do not open the shrink-wrapped test booklet packages until the first day of testing!
- ___ Read instruction manuals for test coordinators and test administrators.
- ___ Sign Test Coordinator's Security Agreement
- ___ Request additional test materials
- ___ Plan training and testing schedules
- ___ Provide training on test administration, accommodations, materials handling, and test security to school test coordinators and principals
- ___ Give school test coordinators/principals *OPI 2008 Guidelines for Test Security* and test administrator/teacher Test Security Information sheets to be copied at the schools, one for each teacher handling test materials and/or administering the CRT and/or CRT-Alternate
- ___ Oversee the inventory, distribution, collection, and return of all test materials.
- ___ Distribute manuals, barcode labels, and test materials to School Test Coordinators. Save the original test boxes for the return shipment after testing has ended.
- ___ Download, print, and distribute the CRT-Alternate Test Booklet(s) and the CRT-Alternate Administration Manual(s).

___ Distribute the CRT-Alternate Test Kits, Student Kits, and teacher training CD's.

During Testing:

___ Be available to answer questions from School Test Coordinators. Call Measured Progress at 1-888-792-2741 if you should have additional questions.

___ Be sure schools have arranged for makeup testing for students who miss all or part of the test. All test sessions—original and makeup—must be scheduled between March 3 and March 26, 2008.

After Testing:

*(Please refer to **pages 31-34** for specific CRT and CRT-Alternate return instructions)*

___ Collect all test materials from School Test Coordinators on or before March 27, 2008.

___ Inventory test materials using the Material Summary form.

___ Used Student Response Booklets must be packed by school and grade and should be returned to Measured Progress in the Used Answer Document Box assigned to that school. This box has been pre-labeled with a pre-paid UPS 2nd Day Air label.

Please do not return multiple schools and grades together.

___ Pack all other secure test materials in shipping box (es) for return to Measured Progress. Affix a UPS Return Service (RS) label to the carton(s). These boxes will be returned to Measured Progress using UPS ground service.

___ Scheduling a UPS pickup can be made online at <http://iServices.measuredprogress.org>. At the welcome screen, select **MONTANA** from the dropdown menu and click "**Enter**," then select "**UPS Pickup Request**" from the left column. Follow the on-screen instructions to place a UPS pick up request. (Please see page 34 for further instruction.)

Checklist for School Test Coordinators

Before Testing:

___ Read this manual and the *Test Administrator's Manual*.

___ Give your principal the *Principal's Nondisclosure and Test Security Agreement* form.

___ Develop training and testing schedules, and review procedures with administrators including the OPI guides for test security and accommodations.

___ Arrange for testing of students who require test accommodations that cannot be made in the regular classroom.

___ Determine what special programs bubbles, if any, need to be shaded on section 1 on page 2 of the Student Response Booklet.

___ Distribute all test materials to test administrators including student barcode labels for placement on the Student Response Booklet (test booklet cover for Grade 3 students)

- ___ Supply test administrators with extra #2 pencils, scrap paper, and calculators (if applicable)

During Testing:

- ___ See that testing procedures are followed.
- ___ Maintain test security in all settings and locations.
- ___ Be sure that all students have comfortable and adequate workspaces.
- ___ Ensure accommodations are provided to students as appropriate.
- ___ Be available to answer questions as necessary.

After Testing:

- ___ Collect signed copy of *Principal's Nondisclosure and Test Security Agreement* form.
- ___ Verify that boxes on Page 2 of the Student Response Booklet have been completed, if applicable.
- ___ Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the used Student Response Booklets.
- ___ Verify that all used Student Response Booklets have been placed in a large white envelope labeled, "For Return of Used Answer Documents" (one envelope per test administrator). Seal the envelopes.
- ___ Collect and inventory all secure test materials (test booklets) from test administrators. Mathematics Reference Sheets are not secure and may be kept in the classroom and used as a reference tool.
- ___ Ensure that test administrators administering the CRT-Alternate have placed the above test materials and the Materials Replacement Form in the envelope labeled "For return of CRT-Alternate Student Test Materials." One envelope per student.
- ___ Pack all large white envelopes labeled "**For Return of Used Answer Documents,**" the "Special Handling" envelopes, and the non-disclosure forms to be returned in the box labeled "**For Return of Used Answer Documents Only.**" Pack all other secure test booklets (used and unused) in the appropriate shipping box(es).
- ___ Ensure that test administrators administering the **CRT-Alternate** have transferred student scores from the CRT-Alternate Test Booklets to the Student Response Booklets.
- ___ Return all test materials in the appropriate box (es) to System Test Coordinators no later than **Thursday, March 27, 2008.**

Test Materials Shipped to Each School	
Item	Notes
Material Summary Form	Use this form to inventory test materials.
Test Administrator's Manual(s)	One manual per test administrator. Extra copies may be downloaded from OPI's website www.opi.mt.gov/assessment .
White plastic envelope(s) labeled "For Return of Used Answer Documents"	One envelope per test administrator. Grade 3 will receive one envelope for every 15 students.
White plastic envelope(s) labeled "Special Handling"	One per grade/school. For used Student Response Booklets needing special handling (voided, torn, crumpled Student Response Booklets, etc.)
CRT-Alternate student "kits" for returning test materials*	One CRT-Alternate kit per student.
Pre-paid, pre-labeled return shipping boxes labeled "For Return of Used Answer Documents Only"	For return of used Student Response Booklets (answer documents) placed in white envelopes.
Class Packs of Test Booklets	The number of test materials included in each class pack is indicated on the front of the pack. There are 8 different forms of the test booklets. It is important to remember that the different forms of the test booklets have been mixed in the class packs so they will be distributed <u>randomly</u> to students. Test materials are to be distributed in the order in which they appear in the class pack. Mathematics Reference Sheets are located in the back of your class pack. These are generic and may be distributed to students during mathematics test sessions.
Class packs of Student Response Booklets	The number of Student Response Booklets in each class pack is indicated on the front of the pack.
Student Barcode Labels	Barcode labels were sorted and packed by school, grade, by teacher (if your school entered this information into AIMS), and alphabetically by student last name. Test administrators or test coordinators must place the barcode label on Page 1 of the Student Response Booklet (Grade 3 students: place on test book cover) prior to the first test session.
Form: "Voided Barcode Labels"	If a student is no longer enrolled in your school, place the student's barcode label on this form. DO NOT write directly on the barcode label (scanners cannot read barcode labels that have been changed). Please circle the reason as to why the barcode label was voided or write a brief explanation.

* Please note you will receive CRT and CRT-Alternate materials in separate shipments

Ordering Additional Test Materials

Only System Test Coordinators may order additional test materials. Additional materials will be sent to the System office unless otherwise specified on the online request form. Please be advised that 5% overage was shipped to each school. By shipping extra test materials to schools in advance of testing, it is our hope that this service will save you time and reduce the amount of request for overnight test material deliveries.

If you are missing any test materials indicated on the Material Summary Form, or if you need additional test materials, use Measured Progress's online ordering system at <http://iservices.measuredprogress.org>. At the welcome screen, select **Montana** and click **Enter**. Select **Order Additional Materials** from the left column. Follow the on-screen instructions. To access your school's account, you will need your Measured Progress (MP) ship code located on the first line of your Material Summary Form. Call Measured Progress at 888-792-2741 if you should have additional questions.

Students to be Tested

- **ALL** classroom students enrolled in accredited public and private Montana schools in Grades 3-8 and 10 are required to participate.
- Students who are eligible for the alternate assessment are not excluded from testing. They simply participate in the alternate assessment (CRT-Alternate).
- Students who have been identified as having Limited English Proficiency (LEP) must take the CRT. First year in the United States LEP students are required to participate in the math and science assessments only – they are excluded from this reading assessment. First year LEP students may take the reading assessment; however, their scores will not be included in the calculation of averages. First year LEP students may instead take a language test selected by their school. Please send the results to Judy Snow, State Assessment Director, at OPI.
- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year, and if they have not reached the age of 19. Part-time students enrolled less than 180 hours in a mathematics course, a reading course, or a science course may participate in the CRT but will not be included in the calculation of averages.
- Home-schooled students may participate in the CRT at the request of a parent. Home-schooled students must be tested in the local school during the regular testing period; they may not be tested at home. For schools with home-schooled students participating in testing, the following are directions for completing the Student Response Booklet:

Page 1: Complete the following boxes: Student Name, School Code, Form Number, and Birth Date.

Page 2: Complete Section 1, "Student not enrolled..."

Complete Section 2, if applicable.

- Students in private schools not accredited by the Montana Board of Public Education may participate in the CRT.

Page 1: Complete the following boxes: Student Name, School Code, Form Number, and Birth Date.

Page 2: Complete Section 3, "Student enrolled...."

- All suspended students are expected to participate and will be counted in district and school reports.

Students absent during testing: the test administrator must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 3–26). If a makeup test is not administered to students during the test administration window, the student will receive a scaled score of 200 (novice) and will be included in the school average. A used Student Response Booklet must be completed for all students, including students who were absent during the entire testing window.

Large-print: large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly on the large-print test booklet. Test administrators are required to transfer the student's answers from the large-print test booklet to a Student Response Booklet and code accommodation #27 in the appropriate boxes on page 2.

Braille: Montana will treat the Braille version of the CRT as a standard test accommodation. Test administrators are required to transfer the student's answers from the Braille test booklet to a Student Response Booklet and code #26 in the appropriate boxes on page 2.

Any student enrolled on the count date in AIM, but for whom there is no Student Response Booklet returned, will be assigned a novice score and will be included in the schools average.

Students Eligible for Reporting Exclusions (from calculation of averages)

All public and private students enrolled in an accredited Montana school must participate; however, scores of students in the following categories will be excluded from the calculation of averages:

- Foreign exchange students **are required** to participate.
- Students not enrolled in an accredited Montana school (For example: home-schooled student) **may** participate.
- Students enrolled in a private accredited school **are required** to participate.
- Students enrolled in a private non-accredited school **may** participate.

- Students enrolled part-time (less than 180 hours) taking a mathematics, a reading, or a science course **may** participate.
- First year in the United States LEP students **are required** to participate in the math and science assessments only; however, they may be excluded from the reading assessment.
- Test administrators must complete and submit a used Student Response Booklet for all enrolled students whether they participated in testing or not.

Summary of Eligibility for Reporting Exclusions

EXCLUDED FROM AVERAGES	MUST PARTICIPATE	MAY PARTICIPATE
Foreign Exchange Students	Yes	
Students not enrolled in an accredited Montana school		Yes
Students enrolled in a private accredited school	Yes	
Students enrolled in a private non-accredited school		Yes
Students enrolled part-time (less than 180 hrs.) taking a mathematics, reading, or science course		Yes
1 st year in United States LEP students may be excluded from reading assessment only. If they do not participate in the crt reading assessment, they may instead take a language test selected by their school. Results must be sent to Judy Snow, State Assessment Director. They must participate in the CRT math and science tests.	Yes	

Determining How Students Will Participate in the CRT or CRT ALT

All students with special needs participate in the CRT assessment program either by taking the regular CRT or CRT-Alternate Assessment (CRT-ALT) if they meet the eligibility criteria. Students with special needs and LEP students are often given testing accommodations. All persons administering assessments to special education students should be familiar with the assessment guidance that is part of each student's IEP and with the allowed state assessment accommodations. Although testing accommodations often derive from the IEP, any student may be given testing accommodations as long as they parallel the accommodations used for that student routinely in daily instruction and assessments and do not invalidate the purpose of the test. For an accommodation to be considered routine, it should be part of the student's classroom work and assessment 2-3 months prior to testing.

Scores of students taking the CRT-Alternate Assessment are classified into the same four performance categories as students taking the regular CRT assessment. This allows the scores of alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

OPI has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for non-disabled children. Therefore, the CRT-Alternate Assessment is based on a subset of standards taken from the Reading, Mathematics, and Science Content Standards. The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The CRT-Alternate Assessment was designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress. Completion of the CRT-Alternate Assessment accomplishes the following results:

- ensures that students with significant challenges will be represented in school achievement data;
- provides multiple ways for the IEP team (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in appropriate general education curriculum.

CRT Accommodations

The *2008 OPI Guidelines for Accommodations* accompanied with the accommodations training PowerPoint is included on the CRT Training CD provided each system and school in the Manuals shipment received in early February 2008 from Measured Progress. The Guidelines and PowerPoint are both online at:

<http://www.opi.mt.gov/Assessment/Phase2.html#Accom>.

Standard Accommodations

Standard accommodations are available to all students on the basis of individual need regardless of disability status. Decisions regarding standard accommodations should be made informally by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis rather than on an individual basis is not permitted. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction and assessment 2-3 months prior to testing.

Nonstandard Accommodations

If a student uses an accommodation that results in an invalid score (aka, a nonstandard accommodation), the student is considered to be a non-participant when calculating the participation rate for AYP purposes. In addition to counting that student as a non-participant, the score from the assessment is not included in calculating the proficiency rate for AYP determinations.

- Nonstandard accommodations can only be provided for a student with disabilities if the accommodation(s) is specified in the student's IEP.
- If the student is administered the test with a nonstandard accommodation in the content area test (reading, math, or science), the student will not be counted as a participant for AYP determinations in that content area. The nonstandard accommodation used must be coded in the appropriate box(es) on Page 2 of the Student Response Booklet (SRB). The student's results for that content area test (reading, math, or science) **will not** be calculated in the averages for AYP determination.
- The Individuals with Disabilities Education Act (IDEA) requires that all students participate in the statewide assessment. This requirement applies whether or not the student takes the test with a nonstandard accommodation.

Options for Participation

Without Accommodations	With Standard Accommodations	With Nonstandard Accommodations	CRT-Alternate
<ul style="list-style-type: none"> • For students who do not require accommodations of any kind • Group setting • Un-timed with guidelines 	<ul style="list-style-type: none"> • Available for any student (student with disabilities <u>as well as</u> student without disabilities) when an accommodation is necessary to allow the student to demonstrate his/her skills and competencies • Must be coded in the Student Response Booklet on Page 2, Section 2 • May be given in any, or all, reading, mathematics, or science portions • Does not change intent/content of the test 	<ul style="list-style-type: none"> • For a student when specified in his/her IEP/504/LEP plan • Must be coded in the Student Response Booklet on Page 2, Section 2 • May be given in any, or all, reading, mathematics, or science portions • <u>Changes</u> the intent/content of the test 	<ul style="list-style-type: none"> • For a student when specified in his/her IEP plan • For students who have a significant cognitive disability • Must be coded in the Student Response Booklet, on Page 2, Section 1 • Based on alternate achievement standards • Must be given in all content areas (math, reading, and science)

Guidelines for Standard and Nonstandard Test Accommodations

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests (CRT) that do not alter what is measured by the test. Standard accommodations for the CRT:

- Are available to students with IEP, 504, or LEP plans.
- Are available to all students if the accommodation(s) has been part of the student's classroom instruction and assessment 2-3 months prior to testing.
- Are determined on an individual basis, student by student, rather than for groups of students.
- Can involve changes in timing and scheduling, setting, how the test is presented, how the student responds to the test questions, and how the student's answers are recorded.
- Do not affect result or AYP.

- **Questions and Answers:**

- Q: All my students use graphical organizers. Can they use them during testing?
A: No. Accommodations are determined on an individual, not a class, basis and should not use materials regularly used in the classroom for instruction.
- Q: I have math formulas on posters in the classroom. Should I cover or remove them during testing?
A: Yes, cover or remove them. Math reference sheets are provided for use during all CRT math tests. During testing, cover or remove any instructional materials such as graphic organizers or multiplication tables. In addition to the need for students to work independently, no student should have any form of assistance or material which other students do not have. The tests are standardized and the testing process is standardized. Any deviations from the process might compromise valid assumptions.
- Q: During test sessions, can teachers prompt students to check answers or write more?
A: No. Instead, before testing, encourage students to check answers and write complete responses.
- Q: Some of our students who are identified as gifted work very slowly on tests to make sure that they have not made any mistakes. What, if any, time limits should be placed on them?
A: It is important to remember that accommodations are available to all students IF they have been a regular part of the student's classroom routine prior to testing. Use the student's typical work pace as a guide when evaluating their need for extra time.
- Q: What do I do if my school runs out of test booklets? Can I borrow from another school in my system?
A: Yes and no. If you have inventoried your materials as recommended you should have plenty of time to order additional materials from Measured Progress prior to your scheduled testing date. In the event that you find you need more booklets within 48 hours of your scheduled testing date please make the necessary arrangements with your system test coordinator to ensure that you have the materials that you need to administer the test.

If you have more specific questions regarding accommodations please refer to the 2008 MontCAS CRT Accommodations Manual at:

<http://www.opi.mt.gov/PUB/PDF/Assessment/CRT/TA/08Accomodations.pdf>

Use the accommodation codes on the following pages to clarify accommodations and to code on Page 2 of the Student Response Booklet after testing. Coding #28 (standard accommodation) and #31 & 32 (nonstandard accommodation) for "Other" requires advance verification. Contact information may be found on the inside cover of this manual.

Standard CRT Accommodations

(Code all that apply after testing.)

Scheduling Accommodations	
1. Change in Administration Time:	Test is administered at a time of day or a day of the week based on student needs.
2. Session Duration:	Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
*3. Extended Time:	Time is extended beyond the regular test administration allotments until, in the administrator's judgment; the student could no longer sustain the activity.
Setting Accommodations	
*4. Individual Administration:	Test is administered in a one-to-one situation.
*5. Small Group Administration:	Test is administered to a small group of students.
6. Reduce Distractors:	Student is seated at a carrel or other physical arrangement that reduces visual distraction.
*7. Alternative Setting:	Test is administered to the student in a different setting.
*8. Change in Personnel:	Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9. Home Setting:	Test is administered to the student by school personnel in their home.
*10. Front Row Seating:	A student is seated in front of the classroom when taking the test.
11. Teacher Presence:	A teacher faces the student during test administration.

Equipment Accommodations	
12. Magnification:	Student uses equipment to magnify test materials.
13. Noise Buffers:	Student wears equipment to reduce environmental noises.
14. Template:	Student uses a template.
15. Amplification:	Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.
16. Writing Tools:	Student uses a typewriter or word processor (without activating spell checker).
17. Voice Activation:	Student speaks response into computer equipped with voice activation software.
*18. Bilingual Dictionary:	Student uses a bilingual dictionary (Note: Bilingual dictionary could include a simplified English dictionary or glossary, subject area vocabulary list).
Recording Accommodations	
19. Dictation:	The student dictates answers to a test administrator who records them in the Test Booklet.
20. Writing Tools:	The student marks or writes answers with the assistance of a technology device or special equipment. The students' answers are transferred by the test administrator to the Test Booklet.
21. Assistive Technology:	Another form of assistive technology routinely used by the student (that does not change the intent or content of the test) is used by the student.

Modality Accommodations
<p>22. Oral Presentation: Tests are read to the student by the test administrator (with the exception of reading passages). Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.</p>
<p>*23. Test Interpretation: Tests, including directions, are interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).</p>
<p>*24. Test Directions with Verification: An administrator gives test directions with verification (by using a highlighter) that the student understands them.</p>
<p>*25. Test Directions Support: An administrator assists students in understanding test directions, including giving directions in native language.</p>
<p>26. Braille: A Braille version of the test is used by the student.</p>
<p>27. Large Print: A large print version of the test is used by the student.</p>
<p>28. Other: With verification from OPI in advance of the testing window, some other approved accommodation is used by a student.</p>

* Accommodation suggested as appropriate for Limited English Proficient (LEP) students

Non-standard CRT Accommodations (for Students with an IEP)

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. Nonstandard accommodations are only available for a student with IEP/504/LEP plans.

- Students taking a nonstandard accommodation will not be counted as a participant and results for the content area test **will not** be calculated in averages for AYP. Test administrators will code the nonstandard accommodation on Page 2 of the Student's Response Booklet.

The following is a partial listing, by example, of methods of administration that would be considered to be nonstandard.

Non-Standard Accommodations for Montana's CRT

Nonstandard Accommodations
29. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.
30. Student uses a calculator, number chart, arithmetic table, or manipulatives on the no calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.
31. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.
32. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

System Test Coordinators

Receipt and Inventory of Test Materials

Test materials will be delivered to system test coordinators via UPS (United Parcel Service). Please alert your staff and ask them to notify you when they accept delivery of the test materials. If you have not received test materials by February 25, 2008, immediately telephone the Montana Help Desk 1-888-792-2741.

- Each school in your system will be packed separately by grade. Schools will each have a box labeled "Open Me First-Administrative Materials Enclosed." A Material Summary Form is located in this box. Complete the "Qty Received" and "Qty Returned" columns and return the list with test materials at the end of testing. The System Test Coordinator is accountable for returning all secure test materials (test booklets and Student Response Booklets) received in the initial shipment and any additional requests.
- Used CRT Student Response Booklets along with the *Test Coordinator* and *Principals Nondisclosure Agreements* are to be returned separately from test booklets and unused Student Response Booklets. Pre-labeled, pre-paid UPS 2nd Day Air return boxes marked "For the Return of Used Answer Documents" are for the return of these documents. All other materials are to be returned in their original boxes by affixing the UPS Return Service labels provided. The used CRT-ALT Student Response Booklets in their envelopes should be returned separately also.

Affixed to each box is a pre-printed barcode label identifying the test materials for your system. The information on the label will expedite the tracking of returned materials after testing, so please do not remove, destroy, or deface the label. Save the box(es) and the packing materials in which test materials were shipped, so that they can be reused when you return the test materials to Measured Progress.

Each delivery will also include UPS return service (RS) labels for shipping boxes back to Measured Progress. You will receive the same number of RS labels as the number of boxes shipped to your school. If you use fewer boxes to return test materials, please include unused RS labels in one of the returned boxes.

A prompt inventory of test materials will allow you time to order additional test materials, if needed. Please immediately provide training for school test coordinators and then distribute their test materials.

Return of Test Materials

All used Student Response Booklets must be shipped to Measured Progress no later than Friday, March 28, using the boxes marked "For Return of Used Answer Documents." All other test materials must be shipped to Measured Progress no later than Tuesday, April 1.

A delay in returning used Student Response Booklets will delay statewide results. – We thank you in advance for your cooperation!

Make an inventory of all test materials before returning them using the Material Summary Form. As you count test materials, check the appropriate spaces on this form. Pack test materials for return in the boxes in which you received them. **Since the labels are prepaid, it is important to return test materials by grade in the boxes that they arrived in.**

School Test Coordinators

School Test Coordinators' responsibilities include the following:

Scheduling Test Sessions

The test must be given to students between March 3 and March 26. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions. All testing, including makeup sessions, must be completed no later than Wednesday, March 26, 2008.

The CRT is intended to be a measure of student proficiency rather than speed; therefore, time limits should not be strictly enforced. Students should be allowed to continue as long as they are working productively. The charts below reflect time ranges most students should need to complete the assessment. If a student needs additional time beyond the suggested time range, move the student to a designated area. Schools should set aside a separate classroom space on testing days to continue testing for any student who needs more than the scheduled time per session to finish his/her work. After the students who required additional time have completed their tests, code the additional time as a standard test accommodation.

Announce ahead of time, not during testing, that if students complete a test session early, those students may go back and check work in that session of the test only or close the test booklets and sit quietly. Students may not work on any other session of the test. Plan an activity for students to do when they finish each session. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time. The test sessions and estimated time to complete each session are shown in the following charts.

Recommended Testing Schedule

Grades 3-8 Reading	
Day 1	Time Range (in minutes)
General Instructions	5-10
Session 1	45-55
Day 2	
Session 2	45-55
Break	
Session 3	45-55

Grades 3-8 Mathematics	
Day 1	Time Range (in minutes)
Session 1	45-55
Day 2	
Session 2	45-55
Break	
Session 3	45-55

Grades 4, 8, & 10 Science	
Day 1	Time Range (in minutes)
Session 1	45-50
Day 2	
Session 2	45-50
Break	
Session 3	45-50

Grade 10 Reading	
Day 1	Time Range (in minutes)
General Instructions	10-20
Break	
Session 1	50-60
Day 2	
Session 2	50-60
Break	
Session 3	50-60

Grade 10 Mathematics	
Day 1	Time Range (in minutes)
Session 1	50-60
Day 2	
Session 2	50-60
Break	
Session 3	50-60

Guidelines on Test Administration

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session once they have moved on to another session.
- Total testing time is approximately 4.5 hours (6.5 hours for Grades 4, 8 & 10 with the addition of science). Scheduling the different test sessions over the course of at least three to four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule.
- It is recommended that the sessions be given in the order presented in the test booklet; however, a school may choose to alternate reading, math, and science tests as long as each session is completed in order.
- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously.
- Testing schedules should be arranged so students do not become fatigued. Especially for third and fourth grade students, Measured Progress recommends that these students not be tested any longer than two hours in any one day, with at least a one-hour break between any of the two hours of testing. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.
- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part.

Distributing Test Materials and Briefing Test Administrators

As the School Test Coordinator, you should review the Test Administrator's Manual and become familiar with the information in that manual. Distribute a manual to each teacher who will be administering the test. After teachers have had an opportunity to read the manual, schedule a meeting to distribute test materials to review testing procedures and schedules, and to answer any questions they may have about administering the assessment.

During the meeting of test administrators, distribute and become familiar with:

- Student test materials—Student Response Booklets and barcode labels and classpacks of test booklets; administrators should not review the test questions.
- As test coordinator, you are responsible for assuring the security of test materials. You must notify test administrators that test items are secure and must not be DISCUSSED, released, copied, or duplicated in any way. Using the current year's test materials to familiarize students with test-taking strategies is a violation of test security and testing procedures.
- Review on Page 1 of the Student Response Booklet (test booklet for Grade 3 students) where the barcode label is to be placed (shaded area labeled "Place Label Here").
- Information regarding accommodations on Page 2 of the Students' Response Booklets when testing is complete, if applicable.

Please remind test administrators that there are eight test forms per grade and must be distributed (as packed) in random order. All eight test forms have the same set of common items (items previously field tested and used for scoring) but different field test items. This system of testing permits the release of 50% of the common items each year. If needed, class packs of test booklets may be split to accommodate the number of students in any one testing group within a school if this accommodation is required.

Test administrators should be aware that their primary role is to encourage students to take the task seriously and do their best on the tests, to give clear directions to students, and to monitor student performance to see that directions are followed. Administrators may not comment on students' work or help them in any way except when completing their student demographic information on the front cover of the Student Response Booklet or test booklet for Grade 3 students.

Barcode Labels

Student barcode labels were included in school test materials shipments. Please review the Summary of Barcode Information with your test administrators prior to test administration.

Summary of barcode and coding information

Participants in the CRT and CRT-Alternate include the following types of schools:

- Public Schools
- Treatment Centers that are under contract with the Office of Public Instruction
- Private Accredited Schools
- Private Non-accredited Schools
- Schools that test students who are not enrolled, such as home-schooled students

The following tables give specific information about barcode labels and coding for each of the above school type (see next 5 pages):

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Public All students need either a barcode label or state student ID on the SRB	<ul style="list-style-type: none"> Barcode information is provided to Measured Progress by the OPI AIM system as of February 5, 2008. All students enrolled during the January Assessment Registration Collection should have a barcode label. Should a student not have a barcode label, refer to the directions in the next column. 	<ul style="list-style-type: none"> If a student <u>does not</u> have a barcode label and is enrolled in a public or private-accredited school, please contact your school's AIM specialist who will provide you with a State Student ID number. Since there is no barcode label, the "State Student ID" box must be bubbled on Page 1 of the Student Response Booklet (SRB). ALL students enrolled in a public or non-public accredited school in Montana must have a State Student ID number on the used SRB returned to Measured Progress. <p>NOTE: State Student ID numbers are 9-digit numbers. Only code the "State Student ID" box if you do not have a student barcode label.</p>	<p>Before testing, Page 1</p> <ul style="list-style-type: none"> Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on Page 1 as directed in Column 3. <p>During testing, Page 1</p> <ul style="list-style-type: none"> All students will code the "Form" box during testing with the exception of Grade 3. Students will be asked to write their teacher's name in the appropriate box. <p>After testing, Page 2</p> <ul style="list-style-type: none"> Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt. 	Affix student barcode label to "Voided Barcode Label" form. Place form in "Special Handling" envelope.

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/ students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Residential Treatment Facilities All students need either a barcode label or state student ID on Page 1 of the SRB	<ul style="list-style-type: none"> Barcode information is provided to Measured Progress by the OPI AIM system as of February 5, 2008. All students enrolled during the Jan Assessment Registration Collection should have a barcode label. Should a student not have a barcode label, refer to the directions in the next column. 	<ul style="list-style-type: none"> Request State Student ID from previous school If a student <u>does not</u> have a barcode label and is enrolled in a public school, please contact your school's AIM specialist who will provide you with a State Student ID number. Once you have the State Student ID, bubble student ID number in the box on Page 1. <p>NOTE: State Student ID numbers are 9-digit numbers. Only code this box if you do not have a student barcode label.</p>	<p>Before testing, Page 1</p> <ul style="list-style-type: none"> Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on Page 1 as directed in Column 3. <p>During testing, Page 1</p> <ul style="list-style-type: none"> All students will code the "Form" box during testing, with the exception of Grade 3. Students will be asked to write their teacher's name in the appropriate box. <p>After testing, Page 2</p> <ul style="list-style-type: none"> Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt. 	Affix student barcode label to "Voided Barcode Label" form. Place form in "Special Handling" envelope.

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/ students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
<p>Private Accredited Schools All students need either a barcode label or state student ID on the SRB</p>	<ul style="list-style-type: none"> Barcode information is provided to Measured Progress by the OPI AIM system as of February 5, 2008. All students enrolled during the Jan Assessment Registration Collection should have a barcode label. Should a student not have a barcode label, refer to the directions in the next column. 	<ul style="list-style-type: none"> If a student <u>does not</u> have a barcode label and is enrolled in a public or private accredited school, please contact your school's AIM specialist who will provide you with a State Student ID number. Since there is no barcode label, the "State Student ID" box must be bubbled on Page 1 of the Student Response Booklet (SRB). ALL students enrolled in a public or non-public accredited school in Montana must have a State Student ID number on the used SRB returned to Measured Progress. <p>NOTE: State Student ID numbers are 9-digit numbers. Only code the "State Student ID" box if you do not have a student barcode label.</p>	<p>Before testing, Page 1</p> <ul style="list-style-type: none"> Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on Page 1 as directed in Column 3. <p>During testing, Page 1</p> <ul style="list-style-type: none"> All students will code the "Form" box during testing, with the exception of Grade 3. Students will be asked to write their teacher's name in the appropriate box. <p>After testing, Page 2 Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt.</p>	<p>Affix student barcode label to "Voided Barcode Label" form. Place form in "Special Handling" envelope.</p>

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Private Non-accredited Schools Students need complete coding as described in column 4.	NA	NA	Before testing, Page 1 <ul style="list-style-type: none"> Complete "Student Name", "School Code", and "Birth Date" boxes. During testing, Page 1 <ul style="list-style-type: none"> Students will be asked to write their teacher's name in the appropriate box. All students will code the "Form" box during testing, with the exception of Grade 3. After testing, Page 2 <ul style="list-style-type: none"> Complete Section 3 Information in "Gender", "Ethnicity" and "Program Information" boxes is <u>optional</u> 	NA

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Home-schooled Students Students need complete coding as described in column 4.	N/A	N/A	Before testing, Page 1 <ul style="list-style-type: none"> • Complete "Student Name", "School Code", "Local Student Identification" and "Birth Date" boxes. During testing, Page 1 <ul style="list-style-type: none"> • Students will be asked to write their teacher's name in the appropriate box. • All students will code the "Form" box during testing, with the exception of Grade 3. After testing, Page 2 <ul style="list-style-type: none"> • Code Section 1 on Page 2. The "Student enrolled" information is required. • Section 3 (coding is optional). 	N/A

After Testing

Collecting Test Materials

After original test sessions and makeup sessions are completed, all used and unused test materials must be returned to the School Test Coordinator. When materials are returned, check to see that:

- All test materials, whether used or unused, have been returned by each test administrator.
- All test booklets for the assessment have been returned and counted.
- Student Response Booklets (Test Booklets for Grade 3 students) have been completed accurately for each student, whether the student was fully tested, partially tested, or totally excluded from the **CRT** or the **CRT-Alternate** test.
- The Student Response Booklets (Test Booklets for Grade 3) are in good condition and are free of erasure bits, and that erasures have been made completely.
- Be sure all accommodations and participation information are coded, if applicable.

Each test administrator has placed used Student Response Booklets and Grade 3 Test Booklets into a large, white envelope labeled **"For Return of Used Answer Documents Only."** Please note these envelopes are school and grade specific.

- Used Student Response Booklets (or Grade 3 test booklets) that are frayed, torn, or in a condition that should be brought to our attention (for example: student had a nose bleed or was sick during testing; student used several Student Response Booklets for math, for reading, and/or for science due to an accommodation) must be returned to Measured Progress in the **"Special Handling"** envelope. Measured Progress program management staff will examine all items in the "Special Handling" envelope and hand-process the test materials requiring special attention.

For students who took the CRT-Alternate - ensure that the student's CRT-Alternate Test Booklet, evidence templates, teacher recording sheets, Material Replacement Form (if necessary) and Student Response Booklet have been placed in the white plastic envelope marked **"For Return of Test Materials."**

- All scratch paper and other non-secure test materials have been returned to you for shredding.
- Principals Agreement Form has been returned to you and is included in the package with the used Student Response Booklets.

Return all test materials to the System Test Coordinator on or before Thursday, March 27, 2008.

Packing Test Materials

CRT

Inside your original CRT shipment boxes you received flat return shipment boxes marked "For the Return of Used Answer Documents Only" these are to be returned separately from the other materials. Special pre-paid 2nd Day UPS Return Service labels have been pre-affixed to these boxes. These boxes are to be used specifically for the return of used CRT Student Response Booklets or Grade 3 test booklets, Special Handling envelopes and non-disclosure forms. (See Table 1, p. 32) Please note that each box is school specific. To ensure streamlined processing of your materials please do not return multiple schools in the same box. Test booklets can be returned in the original shipping boxes. (See Table 2, p. 32)

TABLE 1:

**Carton Labeled "For the Return of Used Answer Documents"
Packing Order for Carton**

Top of Carton
1. Voided Barcode Label Form packed loose.
2. Principal's Nondisclosure and Test Administration Security Agreement Forms packed loose.
3. Sealed envelopes labeled "For Return of Used Answer Documents" containing used CRT Student Response Booklets and Grade 3 Test Booklets
4. Envelope(s) labeled "Special Handling" containing Student Response Booklets that were destroyed by a student, torn, frayed on edges, etc. Nothing else should be in this envelope.
Bottom of Carton

TABLE 2:

**Cartons for Returning All Other Test Materials
Packing Order for Carton**

Top of Carton
1. Material Summary Form in this carton (or other inventory documentation)
2. Used and unused student test booklets. (Must be returned to Measured Progress.)
3. Test Coordinator and Test Administrator Manuals (Optional)
Bottom of Carton

Reseal the carton(s) using heavy-duty packing tape. Cross out or tape over any old address labels, leaving the barcode label(s) untouched. Include in the first carton any extra UPS RS labels that you did not use.

CRT-Alternate

For those who received **CRT-Alternate** materials you received a white plastic envelope marked "**For Return of Test Materials.**" You received one bag per student and each bag will have a UPS Return Service Label affixed to it. Please return CRT-Alternate materials separately from the CRT materials. Each of the following items should be included in the **CRT-Alternate Student** return shipment:

- CRT-Alternate Test Booklet
- Evidence templates
- Teacher recording sheets
- Student Response Booklet
- Material Replacement Form (if necessary)



Instructions for Using UPS Return Service

Step 1	Locate the UPS Return Service (RS) label for every box being returned. A single UPS label has been provided for each box you received. The preprinted label contains the system name, street address, city, state, and zip code at the top of the label.
Step 2	Adhere the UPS RS label to each box being returned. Place the label over the original label on the box.
Step 3	When your test materials are sealed and ready to be returned to Measured Progress, you will have to select <u>one</u> of the following options.

Arrangements for UPS pickup must be made no later than 11:00 am, on Thursday, March 27th. After this date, Measured Progress will send UPS out to all schools, who have not scheduled a pickup, on Tuesday, April 1st. *THIS IS A MANDATORY UPS PICKUP DAY FOR ALL CRT and CRT-ALTERNATE STUDENT RESPONSE BOOKLETS AND OTHER TESTING MATERIALS.* A delay in returning used Student Response Booklets will result in delayed reports statewide!

Option 1

You will need to request a UPS pickup online at <http://iServices.measuredprogress.org>. At the welcome screen, select **MONTANA** from the dropdown menu and click "**Enter**," then select "**UPS Pickup Request**" from the left column. Follow the on-screen instructions to place a UPS pick up request. Requests for pick up made after 12 pm Mountain Standard Time (2:00 pm Eastern Standard Time) will require the pick up to be made on the second business day after the request is received. You will need the UPS tracking number (found on the UPS Return Service label) to enter your request. Only one tracking number is needed even if you have multiple boxes to return.

Option 2

You can contact UPS directly by calling 866-745-6447. You will need the UPS tracking number (found on the UPS Return Service label) to enter your request. Only one tracking number is needed even if you have multiple boxes to return.

If you have any questions regarding the return of materials, contact the Montana Service Center toll free at 888-792-2741.



Glossary of Terms

Term	Definition
Accommodations	Special arrangements given to a student who is unable to take the assessment under normal circumstances.
Alternate Assessment	Process by which teachers collect information (performance event) that reflects the student's abilities; for the small percentage of students for whom accommodations to the regular assessment will not give results representative of those students' abilities.
Common items	A group of items that appear in all forms of the assessment in the same location across forms, to allow comparison of individual student performance, and most, if not all, of which are released with results for use in the classroom.
Constructed-response Item	An item that requires more than one or two words for a response; Item also called an open-response item.
Criterion-referenced Test	An assessment that compares a student's performance to a specific standard or standard of achievement established for an entire content domain or for a sub-domain.
Former LEP Student	<p>Former LEP refers to a student who was previously identified as Limited English Proficient but now has attained proficiency. A student cannot be identified as former LEP for more than two years. In order to determine when LEP students become proficient districts will take into account multiple measures which include:</p> <ul style="list-style-type: none">• A score of proficient (P) or advanced (A) overall on the ELP assessment along with a rating of proficient or above (PA) in all domains (listening, speaking, reading, and writing). Students scoring as Proficient (P) should demonstrate a proficient score on the ELP assessment for two consecutive years. Students scoring as Advanced (A) along with additional measures and teacher input would be considered proficient and not expected to take the ELP assessment again.• Input from additional measures of reading, writing, or language development available from school assessments that link to the district process in place for the identification of LEP students. <p>More detailed information is on the OPI website. The link is http://www.opi.mt.gov/pdf/bilingual/CriteriaLEP.pdf</p>

If you need further clarification, please contact OPI bilingual specialist Lynn Hinch, 406-444-3482 or lhinch@mt.gov.

Full Academic Year	Continuous enrollment from the October enrollment reporting data (first Monday in October) through the test administration. This definition is applied separately at both the school and district level, with those students identified as not in school for the full academic year (NSA) being excluded from all school-level annual measurable objective calculations and those students identified as (NDAY) being excluded from all district-level annual measurable objective calculations. (OPI AYP Data Glossary)
Mathematics Reference Sheet	Usually a card-stock document that includes a ruler, formulas, and other information that student can use during the test administration to aid them in answering the questions.
Matrix (embedded) Item	Items present only as trial items on test forms; similar to field-test items but without a separate test.

APPENDIX A:

Guidelines for Use of Calculators



Mathematics “Calculator” test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions.

Use of calculators in the Mathematics “No Calculator” sessions constitutes a testing irregularity. When calculators are used in such a case it can result in the student not being considered a participant in the mathematics test and invalidating the student’s score.

We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions. (Test administrators may wish to have additional calculators on hand to loan to students, as needed.)

Although practice varies, the following calculator types are commonly used in Grades 3-8 and 10; however, the most important factor is a student’s familiarity with the calculator.

Grades 3-6: four-function calculator

Grade 7-8: scientific calculator

Grade 10: graphing calculator

APPENDIX B: **Student Response Booklet (Example)** (Pages 1 & 2)

MONTANA COMPREHENSIVE ASSESSMENT SYSTEM (MONTCAS, PHASE 2) **CRT AND CRT - ALTERNATE SPRING 2008**

All required information must be bubbled if there is no student ID label.

A STUDENT NAME (Required)																			
LAST NAME										FIRST NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

B SCHOOL CODE(Sc) (Required)			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9



STUDENT RESPONSE BOOKLET **GRADE 5**

TEACHER NAME:

C FORM (COVER OF TEST BOOKLET) (Required at time of testing)							
1	2	3	4	5	6	7	8

D LOCAL STUDENT IDENTIFICATION (Optional)									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

E STATE STUDENT IDENTIFICATION (Required)									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

F BIRTH DATE (Required)					
MONTH		DAY		YEAR	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

STUDENT ID LABEL



Complete appropriate sections of this page after testing is complete.

Section 1: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

G	<input type="radio"/> Student not enrolled (For example: homeschooled student) <input type="radio"/> Former LEP (cannot be current LEP) <input type="radio"/> Student enrolled less than 180 hours <u>and</u> taking a reading or mathematics course. <input type="radio"/> Student not in school entire academic year <input type="radio"/> Student not in district entire academic year <input type="radio"/> Student participated through alternate assessment this year. Note: Any student participating in the alternate assessment must be identified as a special education student with an IEP in the AIM student information system.
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Section 2: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY THE TEST ADMINISTRATOR.**

H STANDARD ACCOMMODATIONS (Mark all that apply.)	
Reading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 24 <input type="checkbox"/> 25 <input type="checkbox"/> 26 <input type="checkbox"/> 27 <input type="checkbox"/> 28
Mathematics	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 24 <input type="checkbox"/> 25 <input type="checkbox"/> 26 <input type="checkbox"/> 27 <input type="checkbox"/> 28
NON-STANDARD ACCOMMODATIONS (Mark all that apply.)	
Reading	<input type="checkbox"/> 29 <input type="checkbox"/> 30 <input type="checkbox"/> 31 <input type="checkbox"/> 32
Mathematics	<input type="checkbox"/> 29 <input type="checkbox"/> 30 <input type="checkbox"/> 31 <input type="checkbox"/> 32

Section 3: Only for private schools not accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

(Required Coding) <input type="radio"/> Student enrolled in a private non-accredited school
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I GENDER (Optional Coding)
<input type="radio"/> Female <input type="radio"/> Male

J ETHNICITY (Optional Coding)
(Mark only one.)
<input type="radio"/> American Indian or Alaska Native <input type="radio"/> Asian <input type="radio"/> Hispanic <input type="radio"/> Black or African American <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> White

K PROGRAM INFORMATION (Optional Coding)
(Mark all that apply.)
<input type="radio"/> SE (student has an IEP) <input type="radio"/> 504 <input type="radio"/> MG <input type="radio"/> GT <input type="radio"/> LEP/ELL (Cannot be former LEP) <input type="radio"/> Former LEP (Cannot be current LEP) <input type="radio"/> F/RL <input type="radio"/> Significant Cognitive Disability (Student should participate through CRT-ALT)



APPENDIX C:

Locating State Student ID Numbers through the AIM System

Barcode Labels and State Student ID Numbers for Public Schools and Private Accredited Schools

The Authorized Representative at each school is responsible for the security of the student data entered into AIM and for granting access to district personnel. Further, the Authorized Representative designates an AIM Specialist for the district. The AIM Specialist serves as the contact for both OPI and other district personnel.

If a student does not have a barcode label, contact the district's AIM Specialist for further assistance in obtaining student state ID numbers. The instructions below provide guidance for obtaining those state ID numbers.

Step 1: Search to locate the student in the AIM system

1. Log in to the AIM system from the Achievement in Montana web page at <http://www.opi.mt.gov/AIM/Index.html>.
2. From the **Index**, select **Student Information** and **General**. Click on the **Search** tab.
3. Enter the student's **Last Name** in the **Search** box and click **Go**. A list of students matching the search criteria will be generated on the left-hand side of the screen.
4. To select a student, click on the student's name. The **Summary** window will open on the right-hand side of the screen. The student's **State ID** is located directly under the student's name and in the lower right-hand corner of the **Person Information** screen.
*The **Person ID** in the top left-hand corner of the **Person Information** screen is *not* the student's **State ID**.
5. Give the student's **State ID** to the Test Coordinator to record on the Student Response Booklet (SRB).

Step 2: If the student is not in the AIM system.

1. The student will need to be enrolled in the AIM system and assigned a state ID number.
2. Instructions for locating state ID numbers and entering student enrollments is available on the AIM web page at <http://www.opi.mt.gov/AIM/Index.html> under **AIM Collections** and **Assessment Registration Collection** on the menu bar.
3. Contact a member of the OPI AIM staff if further assistance is required.
4. Give the student state ID number to the Test Coordinator to record on the Student Response Booklet (SRB).